

These actions are listed in the order they appear in the School's submission and numbered according to the relevant sections in that document. Individuals responsible for actions are not necessarily those who carry out the work associated. They take responsibility for oversight / ensuring actions move forward.

Timescales and priority for the actions are as indicated. Those the SAT believes are most urgent are marked with



Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/priority	Success Criteria/Outcome Measures
3. The Self-Assessment process						
3-1	Establish surveys of staff and student understanding and opinions. Increase response rates through repeated lecture and VLE advertisements / discussion at school meetings.	Data from the surveys will be included in an annual report to the exec. committee and used to monitor progress of the actions. The total numbers of responses need to be higher than currently - (43% staff response (M56%, F44%)) and 15% student (currently 66%F).	Establish biennial staff and student surveys and increase the response rates through (a) reinforced advertisement to students (in lectures and on the VLE – and the use of student champions to help promotion) and (b) regular communications and updates to staff on progress against the GEAP, reminders at school meetings. Target >80% staff participation and >65% student participation.	AS chair	Apr 2023 to Apr 2024	Biennial surveys in place with responses rate for staff > 80% (currently 43%) and > 65% from stage 3 & 4 BSc / MSc and PhD students (currently 15%). Target 50%F student responses (M65%, F 65% in staff responses).
3-2 to 3.6	Embed EDI structures and principles into the school. 	This will be a way to spread knowledge and understanding about the principles through the school, spread the associated workload and keep the EDI principles to the fore in the management of the school.	3-2 Constitute an EDI committee and meetings in the School calendar	AS chair	Apr 2021 to Apr 2025	EDI committee established and at least 4 meetings held in first year. Future meetings included in School calendar.
			3-3 Include EDI committee membership in School workload model.	HoS	May 2021 to Oct 2021	EDI committee membership added to the workload model.
			3-4 Rotate EDI committee membership. Term of office of 3 years and ensure 60% M representation. Increase representation of full-professors and researchers.	AS chair	Sept 2021 to Apr 2023	A 3-year term of office introduced for EDI membership and a gender ratio of at least 60%M.

			<p>3-5 Prepare an annual EDI report by collating and analysing all relevant staff prescribed /student data. Present report to the exec committee and make available for all staff and students. HoS to prepare a response to the report.</p>	AS Chair	March 2022 to Apr 2023	Annual EDI report produced and presented to Exec Committee. HoS prepared a response which is logged in school files. Report made available to staff and students. The report will be launched annually and promoted on the school's EDI webpage. It will be used to inform future actions.
			<p>3-6 Work toward the preparation and submission of an AS silver application with a view to submission an application within four years. The impact of the current actions will be recorded and exemplar case studies collected.</p>	HoS / EDI committee	May 2022 to April 2025	Silver AS application submitted.
4. A Picture of the School						
4.1.2-1	We should understand how non-traditional students fare in chemistry – and we should know if there are gendered aspects to their outcomes	We currently know how many of these non-traditional students come to stage 1 science – but don't track their progression to or through chemistry programmes	Establish the collation and analyse Mature / Access / HEAR / DARE numbers (disaggregated by gender) to stage 2 chemistry each year and monitor their progression through chemistry programmes and (through the College EDI committee) present gender aspects to UCD Access and Lifelong Learning.	EDI committee (with UCD ALL)	May 2022 to May 2023	Analysis of Mature / Access / HEAR / DARE data in place. Data included in the annual report and actions / recommendations developed where disparities are noted.
4.1.2-2	Maintain UG / PG gender ratios	We currently do not have an issue in our UG / PG cohorts. However, we need to report this data to ensure this does not change.	Include gender disaggregated data in the annual report (to monitor whether %F UG falls below 40% (or goes above 60%)). Develop actions to counter this if required.	EDI Chair	May 2021 to May 2023	Gender balance remains between 40-60%F (and actions / recommendations developed where disparities are noted).

4.1.2-3	We should have (and students should see) a gender balance in our teaching and assessment.	The vast majority of our UG external examiners (3 serve concurrently) have been male. This is an opportunity to expose UG students to role models.	Invite and recruit female UG external examiners and attain gender balance in the selection (33-66%), report these in the EDI report.	School Head of Teaching & Learning / HoS	May 2021 to May 2023	External examiners for UGs includes at least 1F/1M (i.e. 33% F or M). External examiners included in the annual EDI report.
4.1.3-1	Guarding against any future gendered aspects to taught MSc withdrawal	We currently do not have an issue with gendered aspects to MSc withdrawals. We need to ensure that this does not change.	Report to EDI committee should exit interviews confirm a gendered aspect to a student withdrawal	MSc coordinators / EDI chair	May 2021 to May 2023	If interviews do suggest gendered aspects to withdrawal the EDI committee will implement actions to remedy this.
4.1.4-1	We want to maintain the M:F ratio in the PhD cohort close to 50:50.	We currently do not have a problem with gender balance amongst PhD students – but we need to know if there are any gender related issue with sections if the hiring process is supervisor (rather than student) led	Collect gender disaggregated data on School-allocated Research Demonstratorships	EDI chair	May 2021 to May 2023	Present data to School Exec. if this highlights a problem.
4.1.4-2			Establish the collection of gender disaggregated data on applicants to advertised PhD positions. Present data to school executive if it highlights a problem and include in annual EDI report	Post graduate committee / administrators	Sep 2021 to Sep 2023	Processes in place and operation to collect gender disaggregated data on recruitment to advertised PhD positions. Data included in the annual report. Any gender-related issues reported to Exec Committee for action.
4.1.4-3	We want to increase the proportion of female applicants to academic posts (currently ~29%) 	To remedy our (and other) chemistry school's faculty imbalances (currently 22%F) we will encourage female UG, PG and PDRA to consider moving through the academic pipeline.	Establish annual academic career workshops (x 3 hosted by F academics) with (1) UG and (2) PG students and (3) PDRA researchers to discuss and highlight stage-relevant career opportunities;	EDI Committee Chair	Apr 2022 to Apr 2024	Programme of workshops established with one workshop running every four months. Target 10 UG, 10 PG and 5 PDRA per workshop. Collect feedback form attended on workshop effectiveness. Track attendees future careers monitoring progress through the academic pipeline.
4.1.4-4	Female PhD participation in internships is below %M uptake (10M:2F).	We recognize the benefits of internships in preparing PhD students for employment – and see an imbalance between M/F uptake (10 M:2F).	Encourage the uptake of internships particularly amongst female students during their PGR programme (through advertisement to both PhD students and supervisors).	School internship manager / SAT / EDI committee	Sep 2022 to Sep 2024	At least 50% of female and male PGR students take an internship during their studies. Take up rates by gender within 5%.

4.1.5-1	Determine if any school action is dissuading female students from PhD studies	We see a small drop in %F UG (52%) to PG (46%). We do not know if there is anything the school is doing to cause this.	Run a focus group with F stage 4 and PGR students to determine whether there are any barriers to progression unknown to us. A report to be presented to the EDI Committee with recommendations for action.	SAT / EDI committee to plan. EOR and JS to run groups.	Jan 2022 to Mar 2022	Focus group run with at least 8 participants including at least 4 PGR and 4 stage 4 students. Analysis carried out and any problems that the school was unaware of highlighted to the EDI Committee for action.
4.2.1-1	Determine if any school action is dissuading female PhD students from progressing to PDRA	We see a larger drop in %F from PhD to PDRA. Notwithstanding that our PhDs do not feed our PDRA cohort (rather our students are encouraged to go elsewhere for PDRA experience) we should determine whether the school is doing anything to dissuade these careers.	Conduct a focus group amongst former UCD PhD students who, despite high potential for academic careers, decided against post- doctoral research.	SAT / EDI committee to plan.	Jan 2022 to Mar 2022	Focus group run with at least 6 nominated participants (nominated by their PhD PI) who decided against pursuing an academic career after PhD. Analysis carried out and any problems that the school was unaware of highlighted to the EDI Committee for action.
4.2.3-1	Determine whether there are any unexpected or gendered aspects to staff resignations	We know that a cohort of research staff leave each year before their contracts end – we do not have an overall view of why this is the case. This will inform us whether there are deeper reasons for the change in %F PDRA.	Offer all staff leaving Chemistry an exit interview with members of the school to collect reasons for resignation and specifically consider gender-related reasons. Produce an annual report for EDI committee summarising leaving reasons and highlighting any gender-related issues.	HoS	Jan 2022 – Jan 2024	At least 80% of resigning staff complete exit interview. Annual report collating leaving reasons produced for EDI Committee. Any gender-related identified and actions put in place.

5. Supporting and Advancing Careers / Key Career Transition Points: Recruitment

<p>5.1.1-1</p>	<p>Increase the proportion of female applicants to PDRA and faculty positions</p> 	<p>One of the principal problems the school has identified is the gender imbalance in academic staff. This can only be resolved if more female applicants apply for faculty positions. Suitable applicants for these will have come through PDRA training. Therefore, we need to</p>	<p>Run focus groups with F PDRA to discuss all aspects of the recruitment process, including the advertisements, the active decisions the researchers made to undertake a research career and any obstacles they faced in this.</p>	<p>EDI Chair</p>	<p>Jan 2022 – Jan 2024</p>	<p>Focus group for female PDRA run for at least 6 participants. Results from focus group used to inform our recruitment processes.</p>
<p>5.1.1-2</p>		<p>increase the number of female applicants in both cohorts (currently applications to academic positions = 26%F). While our 3-year average PDRA cohort is ~ 48% F, this has fallen over the last year. The rate of PDRA applications and appointment are very similar – suggesting increasing the numbers of F applications is the key here).</p>	<p>Consult with UCD EDI (and use their supporting materials) to explore how all adverts, can be made more attractive to female applications. These include an EDI welcome statement and Athena SWAN logo in job adverts</p>	<p>EOR</p>	<p>Sep 2021 to Sep 2023</p>	<p>Advice from UCD EDI used to make advertisements more attractive to female applicants. At least 40% of applicants for each PDRA and academic post are female. Target a steady-state rolling PDRA average of 50% F</p>

5.1.1-3		We target a rolling average of 50%F PDRA.	<p>Increase the proportion of F candidates applying for academic positions in the School:</p> <ul style="list-style-type: none"> • Actively identifying potential F candidates for all positions through staff networks/conferences • Continually inviting suitable F candidates to visit the School as part of our Seminar Series, • Forming search committees for all faculty posts/ensuing excellent females are approached. 	HoS / seminar committee / EDI committee	Jun 2021 to 2024	<p>A proactive approach to identifying potential F candidates in place:</p> <ul style="list-style-type: none"> • Staff actively identifying potential F candidates. • Potential F candidates invited to the department as part of seminar programme. • Search committees used for all faculty posts/ensuing excellent females are approached <p>Targets: 40% F applicants for each academic post; Shortlisting target of 30% F</p>
5.1.1-4		Ensure that there are no unconscious biases in the shortlisting or offer portions of the recruitment process.	<p>Appoint a Recruitment Chair to promote (amongst PIs) UCD's inclusive recruitment practices guide and enhance aspects of the Schools recruitment process.</p> <p>This applies to faculty and PDRA positions.</p> <p>The Chair will be responsible for:</p> <ul style="list-style-type: none"> •Maintaining a list of staff who have undertaken appropriate interview training (including unconscious bias training). •Approving interview panels to ensure they comprise suitably trained staff and are gender balanced. •In instances where there is a shortlist with less than 40% (or an all-male shortlist) the process will not proceed without the following actions being 	HoS Recruitment Chair	Sept 2021	<p>Recruitment chair appointed.</p> <p>List of staff who have undertaken appropriate interview training in place and at least 4 academic staff-members trained each year.</p> <p>Process of approving interview panels to ensure they comprise suitably trained staff and are gender balanced in place.</p> <p>Process in place of signing off faculty and PDRA interview shortlists with fewer than 30% F candidates - once the job advertisement has been extended, the School has liaised with its resourcing consultant and set-up a search committee to ensure all possible actions have been taken to ensure a diverse pool of candidates have applied.</p>

			completed and documented (the job advertisement will be extended, the School will liaise with its resourcing consultant and set-up a search committee with a diversity focus to ensure all possible actions have been taken to ensure a diverse pool of candidates have applied). Information on how this could have been avoided will be collected.			
5.1.1-5		Promotion of our child-friendly policies amongst potential candidates	Implement and promote additional supports for candidates attending interview – childcare costs, suitable feeding rooms, rooms for carers, offer remote interviews if appropriate.	Recruitment Chair	Oct 2021 to 2024	Comfortable space for interviewees to use for child/ carer. Process in place to reimburse and interview-related childcare cost.

5. Supporting and Advancing Careers / Career Development: Induction

5.2.2-1	Embed new faculty in the school, making them aware of supports and preparing them to develop for promotion.	New staff should be made feel welcome in the school, but also informed of supports and training available – and the should be made aware of promotion criteria – and how they can work towards this.	All new staff will be directed to undertake University Induction training within the first two weeks of their employment in addition to the local department induction.	HoS	Apr 2021 to ongoing	100% of incoming staff have taken both local and University induction. Continued high levels >75% of satisfaction from staff around access to information as recorded by the staff survey.
5.1.2-2			Appoint a staff member in each Section (organic, inorganic and physical) of the School to conduct a local Induction for incoming staff, and institute a 1-hour drop-in clinic in the School office to allow newly arrived staff ask for advice or direction on School or UCD policies;	Section heads, school manager	Apr 2021 appointed	Staff members pointed in each section to conduct a local induction, and drop-in clinic in the School office instituted for new staff. The staff survey demonstrates that < 80% new staff are satisfied with support during their induction period

5. Supporting and Advancing Careers / Career Development: Promotion

5.1.3-1	<p>One of the principal actions is to facilitate promotion of female staff to increase the proportion of female professors and full professors. However, we recognize there is a problem in the school regarding promotions generally.</p>	<p>We recognise that applications for promotion are too low within the school (M and F) and need to increase the numbers of these. While staff are broadly aware of the criteria (of the 11 faculty responding to the survey <u>none</u> disagreed that they knew where to find information about promotion). <u>All</u> participants in the promotions focus group (2021) knew where to find information.</p> <p>However, few participants of the focus group felt encouraged to apply for promotion since promotion restarted.</p>	<p>All new and existing full-time staff (Assistant and Associate Prof) assigned a Mentor (at full professor to associate professor levels) and will have biannual meetings about career progression and promotion (using the promotion framework as a basis). The mentor will also advise on grant proposals. In addition, current female staff at Assoc. Prof levels will be encouraged to put their name forward as a potential mentors to early-career staff (to ensure a pool of male and female mentors).</p>	HoS	Sep 2021 to ongoing	<p>Mentors in place for all Assistant and Associate full-time staff. At least 2 male full professors taking part. 2 female faculty also acting as mentors. Biannual meetings about career progression and promotion in place and mentors offering advice on grant proposals.</p> <p>Target at least 3 promotion applications/year to include at least 1 F application/year with at least 1 successful application/year.</p>
5.1.3-2	<p>(2 applications, 1 successful over the course of the reporting period)</p> 	<p>Annual informal review with mentee, HoS and Mentor, to discuss areas for development and assign appropriate responsibilities to prepare staff member for promotion application. Training for mentors to be provided if required (UCD People Organization and Development provide this training).</p>	<p>Liaise with other Schools of Chemistry to determine whether there is scope for a cross-university mentorship programme.</p>	HoS HoS / Mentor	Sep 2021 to 2023 Sep 2021 to 2023	<p>Annual promotions review in place with a 60% uptake by Assistant / Associate Prof staff. Mentee feedback on process collected and analysed. Target at least 3 promotion applications / year to include at least 1 F application / year with at least 1 successful application/year.</p>
5.1.3-3			<p>Collaborate with the College of Science EDI committee in running and publicising an</p>	EDI Chair	Sep 2021	<p>If the appetite exists this will be progressed by Oct 2021.</p>
5.1.3-4				EDI Chair / CoS EDI	Sep 2021 to 2023	<p>"Communicate to 100% of staff eligible for promotion to attend promotion workshops via P4G.</p>

			<p>annual science-specific promotions workshop (with recently promoted people from the College presenting). Promote university promotion workshops and track uptake. Also 1-on-1 advisory sessions with a recently promoted member of staff will be available to prospective applicants (if requested).</p>			<p>Also promote workshops across School annually. 80% of staff eligible for promotion to attend workshop." Uptake of workshop tracked by gender.</p>
5.1.3-5			<p>Establish a school peer review committee (including the HoS) to liaise with prospective applicants – they would provide redacted previous successful applications (necessarily from other schools) review promotion applications, provide feedback pre-application and support unsuccessful applicants through plans to act on University promotion committee feedback.</p>	School of Chemistry peer-review committee	Sep 2021 to 2023	<p>Target at least 3 promotion applications / year to include at least 1 F application / year with at least 1 successful application/year.</p>
5. Supporting and Advancing Careers / Career Development: Training						
5.3.1-1	<p>We will ensure that staff are aware of – and where relevant partake in – training that will improve their preparation for promotion (and leadership potentials).</p>	<p>We understand that appropriate training can prepare a staff member to apply for promotion and leadership. Furthermore, to prepare PDRA for academic and non-academic positions – training (outside the research field) is required. Focus group feedback was that faculty training was ad hoc.</p>	<p>Promote the widespread uptake of training for all academic staff, coordinated by the new Academic Staff Development Officer:</p> <p>Coordinate induction of new academics & PDRA's (see 5.2), Review and communicate the training needs of staff. Review efficiency and usefulness of training.</p>	Academic Staff Development Officer	<p>Jan 2022 to 2023</p> <p>Key changes implemented by Sep 2023</p>	<p>Overall data show an increase the involvement of all academic staff in career-relevant training, with particular focus on training required for promotion applications – to an average of 1 training session per year per academic.</p> <ul style="list-style-type: none"> •All PDRA's have a meaningful and useful induction as evidenced by feedback from the staff survey with > 80% agreeing.

		Currently there is no oversight on staff training to ensure that relevant career-development training takes place, e.g. no F academics have participated in the Aurora-training.	Coordinate mentoring of academics and PDRAs, maintaining lists of mentors / mentees, Identify, coordinate and disseminate relevant School training courses to 100% of staff, Act as a point of contact for academic career advice and resources, Develop a formal training-record for staff			<ul style="list-style-type: none"> •Lists of mentors / mentees maintained and PDRA mentoring overseen. •100% of staff report they have been encouraged to participate in career enhancing training courses.80% of staff report satisfaction with the usefulness and efficacy of training courses promoted by the School. •Academic Staff Development Officer acting as a point of contact for academic career advice and resources, •Formal training records developed for staff for subsequent use in promotion applications.
5.3.1-2			Formalise and recognise training and development through Professional Development Records;		Oct 2021 to Aug 2024	60% off staff members actively engaging in professional training.
5.3.1-3			Encourage F staff to apply for Aurora Leadership Programme;		Jan 2022 to Aug 2025	1 F staff member participates in Aurora/ year

5. Supporting and Advancing Careers / Career Development: Appraisal/development review

5.3.2-1	Introduce EDI aspects to P4G process	We recognise the role that P4G plays in preparing individuals for promotion applications and want to ensure this continues – but will also use P4G to discuss staff EDI issues – and discuss changes to roles relating to personal circumstances	Include EDI, as well as preparation for promotion applications, as a standing item in P4G review and guide reviewers in EDI activities. Include a pulse survey by gender following the next cycle of P4G to highlight benefits or problems.	Academic Staff Development Officer / PG4 reviewers	Sep 2021 to Aug 2023	100% of staff complete P4G. Feedback following a pulse survey shows that promotion and EDI-related-aspects are discussed. All staff undertake EDI and unconscious bias training.
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5. Supporting and Advancing Careers / Career Development: Support given for career progression						
5.3.3-1	Ensure that all incoming staff have adequate resources to begin their research programmes	We understand (from focus group feedback) the difficulties incoming staff can have in beginning their research – and how this can knock on into career progression.	Develop standard start-up packages for incoming staff at Assistant and Associate professor level	HoS	Sep 2021 to Sep 2024	Standard start up package developed and 100% of new staff report (via staff survey) they are aware of (and receive) that start-up package.
5.3.3-2	Prepare PDRA for academic careers & increase successful conversions from PDRA to faculty (in UCD or elsewhere)	We know UCD provides significant career guidance to PDRA – but we will supplement this within the school for our PDRA to better prepare them for academic and non-academic positions. We currently do not systematically track former PDRA careers.	Mandate specific PI / PDRA meetings (2/year) solely related to PDRA career progression;	Head of Research	Apr 2021 to Mar 2022	Meetings offered to all PDRA. 100% of PDRA take up the offer of career progression meetings. >75% of PDRA report satisfaction with the School's supplementary career guidance (through survey).
5.3.3-3			Encourage participation of PDRA in other UCD training and workshops organized by UCD research.	Head of Research	Jan 2022 to Jan 2023	Each PDRA attends at least 5 training events per annum. PDRA satisfaction with training > 70% in staff survey. >15% of PDRA obtain faculty positions (in UCD or elsewhere) over the course of the award. (Tracked using LinkedIn)
5.3.3-4			Encourage PDRA to partake in UG teaching and module management within the School	SHT&L	Sep 2022 to Aug 2024	At least 3 PDRA per year undertake UG / PG teaching

5. Supporting and Advancing Careers/Career Development: Support given to students (at any level) for career progression

5.3.4-1	Increase awareness of the steps an UG student would need to take to progress as an academic chemist.	Encouraging our UG students to pursue careers in academia (because of their M/F ratios) will increase the proportion of F considering research (and on to PDRA & faculty positions	Design and launch an extra-modular careers course for students in stages 1-3 to begin in 2022.	AS Chair	Sep 2023 to Aug 2024	100% of stage 1-4 UG students in Science/Chemistry are aware of internship possibilities and have a better understanding of postgraduate options and careers in industry, as recorded by the student surveys.
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5.3.4-2	Increase the visibility of F role models (from outside UCD) within academia	Encouraging our UG/PG students (50%F) to pursue careers in academia will increase the proportion of F considering research (and on to PDRA & faculty positions. 24% suggest there is not gender balance in seminar speakers.	Increase the %F invited speakers at research seminars by setting clear targets each year as normal practice.	Seminar Committee chair	Sep 2021 to Aug 2023	Data shows that over the course of each year, at least 30% of seminar speakers are female.
5.3.4-3			Maximise % Research Studies Panel (RSP) committees with F participation (bearing in mind workload).	Post-graduate director	Sep 2021 to Aug 2024	Ensure that there is a minimum 1F / RSP or TAP until %F > 33%.
5.3.4-4	To understand whether our actions with the PG cohort increase the numbers of F students choosing academic paths.	We should systematically collect data on the careers of our own PhD graduates to see if our actions affect their eventual career paths.	Track, through LinkedIn or personal contact, the destinations of our PhD graduates to measure uptake of academic positions. Establish tracking of destinations as an annual activity. Analyses data by gender for EDI Committee.	School Administrators	Sep 2022 to Aug 2024	>60% of PhD and >80% of PDRA tracked. Tracking in place as an annual activity. Annual report of PhD graduates' destinations presented to EDI Committee.

5. Supporting and Advancing Careers/Career Development: academic staff: Support offered to those applying for research grant applications

5.3.5-1	Improving performance in research through the securing of grants or allowing staff to dedicate time to research will improve promotion prospects of all staff	Performing well in research is one of the principal factors involved in securing promotion. This is reflected in the staff survey (all faculty agree) and in the feedback from focus groups. These actions are designed to help all staff to perform at their optimum levels in securing grants to support their research and to leave available the option to complete a sabbatical.	Collect and act on feedback on R&I workshops, including perceived blockages to grant applicant success. Identify ways in which to improve the School's support for grant applications.	Head of research	Jan 2022 to Jan 2024	Feedback collected and acted on to improve School's support for staff applying for grants. In staff survey, >80% report that they are happy with School support for grant applications. Monitor to see if there are any gender variations in satisfaction with support for grant applications.
5.3.5-2			Promote uptake of the UCD sabbatical leave policy.	Head of research / HoS	Apr 2022 to Mar 2025	Promotion of sabbatical leave improved. 1 sabbatical taken every 6 trimesters and >70% of staff are aware of sabbatical leave policy and uptake as recorded by the staff survey.

5.3.5-3			Assist all PIs by avoiding the scheduling of meetings in the week approaching major grant submissions, allowing flexibility on working from home leading up to major submissions.	HoS / School manager	Jun 2021 to Jul 2024	Action taken to free up time in the run up to major grant deadlines. Uptake monitored by gender. > 85% staff satisfied with supports. as recorded by the staff survey.
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5. Supporting and Advancing Careers/ Flexible working & managing career breaks: maternity / paternity / parental leave.

5.5.1-1	To make the transfers of responsibilities before leave as straightforward as possible.	To reduce stress associated with preparing to take, taking and returning from maternity leave.	Establish assigning research group mentors from the existing pool of experienced academic staff to cover challenges that might arise during leave	HoS	Apr 2021 to Mar 2025	All staff preparing for maternity/ adoption leave assigned a mentor. Informal feedback from staff via interviews show that mentors provided good research group support.
5.5.1-2			Establish provision of cover by the school for a two-week period, prior to staff commencing leave to assist with smooth handover;	HoS	Apr 2021 to Mar 2025	All staff taking leave report that cover was provided for a two-week period prior to commencing leave.
5.5.5-1	To remove any causes of stress that we can here.	We acknowledge new fathers also can feel overworked following a birth	Establish as normal practice the adjusting of the workload of new fathers as requested/required.	HoS	Apr 2021 to Mar 2024	100% of new fathers report that their workloads were adjusted as requested.

5. Supporting and Advancing Careers/ Flexible working & managing career breaks: Flexible working

5.5.6-1	Improve the family-friendly work environment. 	We understand that flexible working helps to generate a family-friendly work environment	Raise awareness of all flexible working arrangements (including hybrid and remote working where appropriate) with staff, through the staff folder, induction and in recruitment materials.	EDI Chair	Apr 2021 to Aug 2023	Action taken to raise awareness of family friendly policies. > 90% of staff know about these policies as measured by staff survey.
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5. Supporting and Advancing Careers: Culture						
5.6.1-1	Allow UG input to Chem Soc to arrange UG-led events	To address the difficulties some students (17% disagree and 13% had no opinion) have in participating (having their voices heard)	Open places on the Chem Soc committee specifically for UG students	Chem Soc Chair	Sep 2021 to Aug 2023	Two places open to UG students on Chem Soc Committee. Ug > 80% UG student report that they feel they can make their voice heard within the School in student survey
5. Supporting and Advancing Careers: HR policies						
5.6.2-1	Ensure that (a) new staff and students are aware of EDI policies and supports through induction (for staff) and through Year Heads (for students).	We need increase awareness of both staff and students HR and EDI policies (and supports) of the university. The student survey says 70% of students say they do not get communication of EDI policies either 'often' or 'regularly'. In the staff survey the predominant "good practice to support EDI" was core meeting hours (suggesting other HR & EDI policies were unknown)	Promote EDI-relevant HR policies in local induction for staff and students. This is to include signposting of Dignity and Respect contact persons (for staff) and Student Advisors (for students) as available support mechanisms. Year Heads to also communicate (at the beginning of the year) to students the mechanism and importance of reporting EDI breaches to the EDI officer.	Staff mentor / Year Heads	Sept 2021	In the student and staff surveys, >80% of students agree they receive EDI information regularly, >80% of staff can list an EDI practice the school uses and 100% of staff and students agree that they know how to report an EDI breach in the school.
5. Supporting and Advancing Careers: Representation of men and women on committees						
5.6.3-1	We maintain current F level representation on School's committees – and rotate chair roles at the end of the chair's term (normally 3 years).	We understand that evidence of leadership in administration roles is important in staff development (we will bear in mind workload here). It would be envisaged the co-chairs would move into the chair position in time.	Appoint Co-Chairs to all the School committees and ensure that a number of these positions are filled by female staff. These will rotate into the chair position once the current chair's term expires. This will also address gender balance on the executive committee.	HoS / Committee chairs	Jan 2022 to Jan 2023	All committees have co-chairs – this practice is established as normal practice. These will rotate to the chair position once a chair's term is complete. There are initially a minimum of 3 F chairs / co-chairs
5.6.3-2			Add 2 F faculty to T&L committee	T&L chair	Apr 2021 to Jun 2021	Two F faculty members added to T&L Committee such that there is at least 30% F representation

5.6.3-3			Introduce policies on gender balance on temporary committees such that F representation on those committees is in line with F representation in faculty.	HoS	Apr 2022 to Jun 2022	Policy in place such that gender balance on temporary committees needs to be in line with F representation in faculty.
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5. Supporting and Advancing Careers: Representation of men and women on committees

5.6.4-1	Measure our current contributions and monitor % F involvement	We understand that acting on external committees benefits UCD, the School, the faculty and the community	Collect gendered School participation on external committees, encourage staff to become involved in these, present data in the EDI report and consider these in the School's workload model.	EDI Chair / HoS	Jan 2022 to Jan 2023	Data collected and published in the EDI report and included in workload calculations
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5. Supporting and Advancing Careers: Workload model

5.6.5-1	To prepare a fair and transparent faculty workload model 	There is dissatisfaction in the school regarding the operation of the faculty workload model (all but 1 faculty in the survey said one would be a good idea). A new model should be put in place which recognises the range of faculty tasks. This should be regularly updated and satisfaction of staff continually measured.	Agree on a set of principles and procedures for workload allocation so that the new workload model can be phased in from the 2021/22 academic year	HoS	Sept 2021 to Sept 2022	Principles agreed and new workload model implemented. All staff report that they understand the rationale for, and the operation of, the workload model in the staff survey. 100% of staff report that they strongly agree that the workload model is a) fair and b) transparent.
5.6.5-2			Agree on procedures for annual updating and circulation of the workload model, and for evolution of the model in light of experience and implement this model	HoS	Sept 2022 to Sept 2023	Principles for agreed for annual updating and circulation of the workload model and for evolution of the model in light of experience, and model implemented. In the staff survey, > 80% of staff satisfied that the model is fair and transparent and agree that it is regularly (annually) reviewed.

5.6.5-3			Rotate non-specialist tasks through faculty, consider possibility of gender biases incorporate elements of forward planning to account for maternity leave / leaves of absences / phased return from leave.	HoS	Sept 2022 to Sept 2024	Rotation of non-specialist tasks introduced with clearly defined time period for tasks. > 80% of staff report via the staff survey that they are satisfied with work allocation
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5. Supporting and Advancing Careers: Departmental meetings & social gatherings

5.6.6-1	Increase awareness of, and enforce adherence to the core meeting hours policy	A core meeting hours policy is central to family friendly working conditions While the staff survey suggested most people were aware of this (>85%), a focus group reported breaches.	Brief Committee Heads to continuously emphasise the Core Meeting Hours policy and ensure that meeting adhere to the policy.	HoS / Committee chairs	Apr 2021 to Sep 2022	Staff survey shows that 100% of staff feel the Core Meeting Hours policy is always implemented.
5.6.6-2			Enforce the operation of core meeting hours and (where possible) seminars by communicating the policy to seminar organisers each trimester.	HoS	Apr 2021 to Sep 2022	Target that all meeting and >75% of seminars are held in core hours. Record seminar times, and ask for meeting breaches to be reported.
5.6.6-3	Find more suitable times to arrange meetings which these staff should attend	A focus group has suggested that potential part time staff may be sometimes disadvantaged by timings of school meetings (currently there are no part time staff involved in school meetings – all are associated with research groups).	Select the most suitable times for regular School meetings to ensure that all staff (full- and part-time) can regularly attend.	School Manager	Jun 2021 to Jun 2023	Meeting times of regular School meetings adjusted to allow all full time and part time staff to regularly attend meetings. > 75% of part time and > 75% of full time staff report via the staff survey satisfied with meeting times.

5. Supporting and Advancing Careers: Visibility of role models						
5.6.7-1	Increase the visibility of female role models to UG and PG students	28% of students in the survey did not agree or strongly agree that there were good female role models in the school.	Encourage staff to select female PhD External Examiners (and monitor these by gender).	School Post-Graduate director	Apr 2021 to Sep 2024	Target >30% of PhD examiners are female and that they also give departmental seminars. >80% of students agree/strongly agree there are F role models in the School
5.6.7-2			The School will host annual IUPAC Global Breakfasts. Students will be invited (as will high profile international F chemists).	EDI committee chair	Feb 2022 to Feb 2024	3 Global breakfasts hosted in 3 years.
5. Supporting and Advancing Careers / visibility of role models						
5.6.8-1	Ensure there is a gender balance at all outreach events	Currently we have no data on the gender breakdown at outreach events. We want to ensure gender-balance for presentations to potential future students	Implement a system to record the gender breakdown of the School of Chemistry demonstrators, instructors, and staff in all future outreach activities and if necessary, take action to ensure that there is female representation in line with female representation in the school.	ORC Chair	Sep 2021 to Aug 2022	A system in place to record the gender breakdown of the School of Chemistry demonstrators, instructors and staff in all future outreach activities. Action taken, if necessary, to improve female representation such that there is >40% F representation.